DOCUMENT RESUME

ED 352 544 CE 062 714

AUTHOR	Bober, Gail, Comp.
TITLE	Deaf Adult Literacy Tutor Handbook--Revision (Final Report).
INSTITUTION	Pennsylvania School for the Deaf, Philadelphia.
SPONS AGENCY	Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE	92
NOTE	70p.
PUB TYPE	Reports - Descriptive (141) -- Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Adult Basic Education; Adult Literacy; Classroom Techniques; *Deafness; Illiteracy; *Literacy Education; *Reading Skills; Teaching Guides; Teaching Methods; *Tutoring; Tutors; Volunteers; *Writing Skills
IDENTIFIERS	353 Project

ABSTRACT

This handbook is designed for individuals who tutor hearing impaired adults in literacy skills. It provides general information about a number of topics: adult learners; deaf adult learners; deaf awareness; deaf culture; communication tips; language, communication, and literacy for deaf adults; and teaching strategies. A 13-page report describes the project conducted to revise the handbook. In the handbook, several techniques for teaching reading are described: language experience approach; directed, reading-thinking activity (DRTA); skim, predict, question, read (SPQR); reading aloud; pleasure reading; storytelling; modeling the decoding process; obtaining information from written material; using context clues; vocabulary building; phonics and word patterns; retelling; reading conferences; minilessons; mapping/semantic webs; and workbooks. A list of reading characteristics of learners is provided. The following techniques for teaching writing are discussed: the writing process; the teacher as a "model" writer; group writing; language experience approach; journals; writing to communicate; writing to inform; writing to entertain; writing to persuade; minilessons; writing conferences; spelling dictionaries or word boxes; writing portfolios; and use of videotapes. A list of writing characteristics of learners is provided. Other contents include information on computer technology and tutor characteristics and responsibilities. Appendixes include 13 references, tutor job description, and volunteer application and log sheet. A report describing the project that revised the tutor training handbook is attached. (YLB)

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CENTER FOR COMMUNITY AND PROFESSIONAL SERVICES
THE PENNSYLVANIA SCHOOL FOR THE DEAF

ED352544

DEAF ADULT LITERACY TUTOR HANDBOOK-REVISION

(FINAL REPORT)

This Handbook was compiled by Gail Bober, Director of the Center for Community and Professional Services at The Pennsylvania School for the Deaf. This Section 353 special project is the result of a $5,000 grant (#98-2049) awarded for the 1991/92 fiscal year to The Pennsylvania School for the Deaf, 100 W. School House Lane, Philadelphia, PA 19144 (Telephone: (215) 951-4718)

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ABSTRACT

Title: Deaf Adult Literacy Tutor Handbook - Revision
Address: Center for Community and Professional Services
Pennsylvania School for the Deaf
100 W. School House Lane
Philadelphia, PA 19144 Phone Number: (215) 951-4718

Director: Gail Bober

Funding: $6,200

Duration of Project:
From: July 1, 1991 to June 30,1992 No. of Months: 12

Objectives:

1. To revise a Tutor Training Handbook for tutors working with deaf adult literacy students.
2. To continue to utilize this Handbook as part of an overall staff-development program for a deaf adult literacy program.
3. To disseminate the Handbook to other literacy programs throughout the State who may have to address the needs of a deaf adult literacy student.
4. To demonstrate in this Handbook the similarities and differences between deaf adult and hearing adult students.

Description: The Tutor Training Handbook was revised to better meet the needs of tutors working with deaf adult literacy students. The Handbook, which has been used as part of a training program, focuses on the unique needs of the deaf adult, potential teaching strategies, and other materials helpful in working with the deaf adult learner. Tutors are an integral part of the program staff and use of the Handbook will continue to be a significant component of their training.

Target Audience: The Handbook is directed to individuals working with deaf adult literacy students, and is available to any individual or agency in the state currently providing, or requesting information about providing literacy services to deaf adults.

Product: A revision of the Deaf Adult Literacy Tutor Handbook, designed specifically to meet the needs of deaf adults, is the final product of this project.

Method of Evaluation: The classroom teacher and tutors evaluated the effectiveness of the Handbook. In addition, the Handbook was shared with others in the fields of deafness and adult literacy for comments, suggestions, and recommendations.

INTRODUCTION

The Center for Community and Professional Services at The Pennsylvania School for the Deaf implemented a Deaf Adult Literacy Program in the Fall, 1989. An important component of this program continues to be the use of volunteer tutors in conjunction with paid teaching staff. Although many needs of deaf adults who wish to improve their reading and writing skills are similar to those of hearing adults, there are very special circumstances which must also be considered. The revised Tutor Training Handbook developed as a Section 353 Special Project was designed to better meet the needs of tutors working with deaf adults. The Handbook, which has been used as part of a larger tutor training program, provides tutors with information on the unique needs of the deaf adult, an expanded section on instructional strategies, communication tips, and other materials necessary for them to become effective teachers with this special population group.

Copies of the Handbook are on file with the Pennsylvania Department of Education's Division of Adult Basic and Literacy Education Programs, 333 Market Street, Harrisburg, PA 17126-0333. Copies may be obtained from AdvancE (Access to Adult Education Resources) at the same address.

Time Frame

The research and rewriting of the Handbook took place during the fall of 1991, and a draft of the Handbook has been used with new tutors since it was completed. Printing occurred in

February, 1992 and was immediately distributed to current tutors. Upon completion of the printing, extensive efforts were made to disseminate the Handbook on a state-wide basis to agencies that may provide literacy instruction to hearing-impaired adults.

Staff

The staff for this project included the director, literacy consultant, graphic artist, and administrative secretary.

1. Project Director: The Project Director, Gail Bober, was responsible for coordinating all aspects of the revised Tutor Training Handbook. Tasks included review of volunteer handbooks currently used in community-based literacy programs, selection of materials for inclusion in the Handbook, composition of the original and some of the revised text, coordination of activities with the literacy consultant, secretary, and graphic artist, devising an evaluation tool, and dissemination of the Handbook.

2. Literacy Consultant: Lore Rosenthal, the literacy consultant has a Master's Degree in Deaf Education, nine years teaching experience, makes extensive use of the whole language approach in her deaf adult literacy classroom, and consults to other programs about successfully incorporation whole language strategies.

3. Graphic Artist: The free-lance graphic artist, Nancy Beck, was employed to assist with the Handbook. Her ten years of experience include design, illustration, layout to camera-ready mechanicals, and supervision of photography and print production for a wide variety of publications. Much of her work has been

for educational settings.

4. Administrative Secretary: The administrative secretary, Antonina Anderson, has extensive word processing and computer graphics experience. She assisted with typing and layout of the revised Handbook.

REPORT

A. Statement of the Problem

In recent years there has been an increased awareness of the problem of educationally disadvantaged adults in the United States. This awareness has been accompanied by a significant emphasis on literacy training including community sponsored and workforce literacy programs, and local, state, and federal government support of literacy services. The media has also played an important role in encouraging adults to enroll in area programs.

Unfortunately, community-based literacy programs have not been accessible to members of the deaf and hearing-impaired community because these programs are neither taught in American Sign Language nor interpreted into sign language so that deaf students can participate in the classes. Programs that offer information and referral services pertaining to literacy are unable to assess the needs within the deaf community because they do not have the required special telephones (telecommunication devices for the deaf - TDDs) that would permit the severely hearing-impaired to request literacy programs.

Approximately 80,000 deaf individuals reside in Pennsylvania and although deafness is a low incidence handicap, it is perhaps the most devastating because it inhibits acquisition of language, literacy skills, and the ability to communicate freely. Deafness alone, however, imposes no limitations on the individual's intellectual capabilities or ability to learn. As a group, deaf people function within the normal range of intelligence and deaf individuals exhibit the same wide variability as the hearing population. (Moores, 1978) Typically, many individuals who were born deaf have poor reading and writing skills because English is not their first language, but rather American Sign Language functions as their primary language. American Sign Language is a language in its own right, has its own grammar and structure, and is not based upon English. According to the Federal Commission on the Education of the Deaf, (1988) "The educational system has not been successful in assisting the majority of students who are deaf to achieve reading skills commensurate with those of their hearing peers. Since reading ability is highly correlated with prior English language knowledge, many students who are deaf also have difficulty becoming proficient readers." As a result, a significant number of deaf adults have less than a fourth grade reading level.

As with educationally disadvantaged hearing adults, poor literacy skills impact on all areas of a deaf individual's life. Many deaf adults are "underemployed," i.e., they work at jobs

beneath their true ability level because they do not have the communication skills necessary to advance to higher levels.

The inability of a deaf parent to read and write also has a significant influence on interactions within the family. Deaf parents who are unable to read to their young children may not be able to foster an environment that encourages reading, nor can they assist their older youngsters with school work. The children, whether they are hearing or deaf, need adult role models to see the importance of literacy skills in successfully negotiating the fast-paced changes in today's society and to be able to cope with the future.

The use of the Tutor Training Handbook in conjunction with the Deaf Adult Literacy Program at The Center for Community and Professional Services (CCPS) are important in this process of changing the inter-generational cycle of illiteracy within the Deaf Community. It is used not only in the CCPS program, but is also available to any literacy program or individual that may have contact with one or more of Pennsylvania's approximately 800,000 hearing-impaired individuals.

B. Goals and Objectives

The primary goal of this Staff Development Mini-Grant is to enhance the volunteer staff member's ability to understand and work successfully with deaf and hearing-impaired adult literacy students. The revision of the Tutor Training Handbook for this special population group is the foremost objective in attaining this goal.

The Handbook will meet the primary goal and objective by ensuring that each tutor understands the following information:

1. Myths and misunderstandings about deafness
2. Definitions, e.g."deaf," "hearing-impaired," "pre-lingually deaf"
3. Sensitivity to adult learners
4. Characteristics of deaf adult learners
5. Methods of communication used by deaf adults
6. Communication strategies
7. Deaf Culture and the Deaf Community
8. Educational implications of deafness
9. Whole Language Approach
10. Specific teaching strategies
11. Goal setting with the literacy student
12. Evaluating progress of the student

The successful implementation of this Staff Development Mini-Grant Project was necessary for meeting the overall objectives of the Deaf Adult Literacy Program.

C. Procedures: This Staff Development Project was completed in six phases: research, composition, production, implemen-tation, revision, and dissemination.

The research phase of the project consisted of reviewing tutor training materials related to teaching methodologies. During the composition stage, the text for Handbook was revised and the draft was shared with the other classroom teachers for comments prior to the production phase.

Production of the Handbook consisted of designing the format, layout, and graphics. The skills of the administrative secretary and graphic artist were utilized during this phase of the project.

Dissemination of the Handbook was the final phase of this Staff Development Project. The booklet is available state-wide

to programs interested in or currently providing literacy services to deaf or hearing-impaired individuals.

E. Which Objectives Were Met and How? The primary goal of revising the Deaf Adult Literacy Tutor Training Handbook was attained during the grant period. It is currently being utilized by the volunteer tutors in the three deaf adult literacy classes at the Pennsylvania School for the Deaf, and has been distributed to other programs throughout the state. The objectives were met during the five phases of the project which were previously described in this report.

F. Which Objectives Were Not Met? All objectives for this project were met.

D. Evaluation

Although a pre- and post-test were designed for each tutor, the tests were not given because all of the tutors had sufficient background and understanding of deafness. Most were sign language interpreters, teachers of the deaf, or were deaf themselves. The tutors did, however, evaluate the Handbook and overall tutor training program following the training. A copy of the testing tool is included in the Appendix.

The literacy teachers also evaluated the effectiveness of the Handbook based on experiences in the classroom with the tutors. Agencies and organizations throughout the State that utilize the Handbook are encouraged to comment on its use and offer suggestions for potential revisions.

E. Distribution

The Tutor Training Handbook for tutors with deaf adults is available to any agency, organization, or program in the State currently providing or considering offering literacy services to hearing-impaired adults. Information about the Handbook's availability was disseminated through a variety of publications such as "What's The Buzz," a statewide newsletter currently published under a Pa. Department of Education grant, and "Passages," the workforce literacy newsletter.

Information about the Handbook was also provided to the Mayor's Commission on Literacy in Philadelphia, Pennsylvania Association for Adult and Continuing Education, Special Education Regional Resource Centers and the Reader Development Program of The Free Library of Philadelphia. In addition, copies of the Handbook were distributed to the Scranton State School for the Deaf and the Western Pennsylvania School for the Deaf (WPSD).

CONCLUSION:

The revision of the Tutor Training Handbook for Deaf Adult Literacy Program was developed by the Center for Community and Professional Services (CCPS) at the Pennsylvania School for the Deaf as a mini-grant project. The Handbook has been successfully utilized as part of the Tutor Training Program for the Deaf Adult Literacy Program at CCPS, and it has also been distributed to interested individuals and organizations throughout the Commonwealth.

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APPENDIX

PRE- AND POST- TEST

AWARENESS FACT SHEET

T F 1) Deafness is a visible disability.

T F 2) Hearing-impaired generally means all types of hearing loss from mild to profound.

T F 3) All people with a hearing loss are deaf.

T F 4) Amplification corrects hearing loss.

T F 5) All deaf people are mutes.

T F 6) "Deaf and Dumb" or "Deaf-Mute" are proper terms to use.

T F 7) Everything said vocally can be lipread.

T F 8) All deaf people can lipread.

T F 9) Sign Language is universal and the same.

T F 10) All deaf people use American Sign Language.

T F 11) Sign Language is an imperfect form of English.

T F 12) Fingerspelling is similar to writing in the air.

T F 13) Alexander Graham Bell had a deaf wife.

T F 14) Deaf people don't talk on the phone.

T F 15) Deaf people can't enjoy television.

T F 16) Deaf people can't get drivers' licenses.

T F 17) Deaf people consider themselves normal.

T F 18) Deaf people avoid interacting with hearing people.

T F 19) Deaf people can't go to college.

T F 20) The majority of deaf people are unemployed.

T F 21) Deaf people don't dance.

T F 22) Deaf people participate in the Special Olympics.

T F 23) Social service and medical professionals are knowledgeable of the various aspects and implications of deafness.

T F 24) Deafness is primarily a handicap of communication and language.

T F 25) Deaf persons can participate more fully in conferences or interviews with the help of an interpreter.

CENTER FOR COMMUNITY AND PROFESSIONAL SERVICES
THE PENNSYLVANIA SCHOOL FOR THE DEAF

EVALUATION OF TUTOR TRAINING AND HANDBOOK

Name (optional):_____Date:_____

TUTOR TRAINING

		Circle One				
		Excellent				Poor
1.	Do you feel the tutor training will be helpful to you?	5	4	3	2	1
2.	Was the material presented at an appropriate level?	5	4	3	2	1
3.	Was the instructor prepared/organized?	5	4	3	2	1
4.	Did you learn new information?	5	4	3	2	1
5.	The time frame for each session was appropriate?	5	4	3	2	1

6. What information presented during the training do you think will be most helpful to you?_____

_____

7. What did you like least about the training?_____

_____

8. What information do you think should be included in future training programs?_____

_____

9. What information do you think could be eliminated in future training programs?_____

_____

10. Any additional comments or suggestions about the training program?_____

_____

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HANDBOOK

	Circle One Excellent				Poor
1. Do you feel the Handbook will be helpful to you?	5	4	3	2	1
2. Is the Handbook material presented at an appropriate level?	5	4	3	2	1
3. Is the Handbook well organized?	5	4	3	2	1
4. Did you learn new information from from the handbook?	5	4	3	2	1

5. What information presented in the Handbook do you think will be most helpful to you?_____

_____

6. What did you like least about the Handbook?_____

_____

7. What additional information do you think should be included in the Handbook?_____

_____

8. What information do you think could be eliminated from the Handbook?_____

_____

9. Any additional comments or suggestions about the Tutor Training Handbook?_____

_____

_____

DEAF ADULT LITERACY TUTOR HANDBOOK

SECOND EDITION

CENTER FOR COMMUNITY
AND PROFESSIONAL SERVICES

THE PENNSYLVANIA SCHOOL FOR THE DEAF
100 WEST SCHOOL HOUSE LANE, PHILADELPHIA, PA 19144
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DEAF ADULT LITERACY

TUTOR HANDBOOK

Second Edition

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ACKNOWLEDGEMENTS

This second edition of the Tutor Training Handbook is the result of a project supported in part by the United States Office of Education and the Pennsylvania Department of Education (Project No. 98-2049). However, the opinions expressed herein do not necessarily reflect the position or policy of the United States Office of Education or the Pennsylvania Department of Education, and no official endorsement should be inferred.

The revisions in this Second Edition of the Deaf Adult Literacy Tutor Training Handbook would not have been possible without the work of Lore Rosenthal, a Deaf adult literacy teacher and strong proponent of the Whole Language Approach. Toni Anderson was especially patient typing, retyping, and designing the various drafts. Special appreciation is also extended to the Philadelphia Mayor's Commission on Literacy for allowing material to be incorporated into the Handbook from its Gateway: Pathways to Adult Learning, a program sponsored by a grant from the Philip Morris Companies, Inc.

Special thanks to Jo Ann Weinberger, Anita Pomerance, and Marie Vannozzi from The Center for Literacy (CFL) in Philadelphia for their time, expertise, and willingness to share information about CFL's Tutor Training Program and Handbook. Thanks also to the Program for Deaf Adults at LaGuardia Community College in Long Island City, New York for use of material from its tutor training handbook.

The original handbook could not have been completed without the help of Vicki DiFederico and Terri Cohen-Johnson for proofreading, and Nancy Beck and Donald Lurwick for the layout and design of the handbook. Special gratitude to Marcia Volpe, Director of Education at The Pennsylvania School for the Deaf (PSD), for providing information on reading, language development, and teaching strategies. A heartfelt thanks also to Joseph Fischgrund, Headmaster of PSD, for his enthusiastic support of this project.

The adult learners, volunteer tutors, and teachers in the Deaf Adult Literacy Program at the Center for Community and Professional Services (CCPS) receive the final word of gratitude. Without their enthusiasm, motivation, and positive feedback, the Deaf Adult Literacy program and this Handbook would not be possible.

Gail Bober, Director
CCPS

USE OF THE HANDBOOK

This Handbook, which was developed by The Center for Community and Professional Services at The Pennsylvania School for the Deaf, is for individuals who will tutor literacy skills to hearing impaired adults. The Handbook provides general information about the following: adult learners; deaf adult learners; language, communication and literacy; deafness and Deaf culture; communication tips; teaching strategies; and the responsibilities and characteristics of the tutor. Although some of the information may be considered basic, many tutors may not have the necessary background information to work with hearing impaired learners.

You will notice throughout the Handbook that the terms learner and student are used interchangeably. Learner tends to reflect the more current terminology for adults returning to an educational setting. We often think of students as children, which may not reflect the partnership role that should exist in an adult education program.

Teacher and tutor may also be substituted for one another as you read through the Handbook. The Handbook was developed primarily to be used in conjunction with classroom instruction, with tutors assisting the teacher by working one-to-one or in small groups with learners. The information can, however, be used for individual tutoring, provided the tutor and hearing impaired adult communicate well together.

The material provided in the Handbook is intended only as a guide for tutors, because it was not possible to include all the information available on the topics discussed. Tutors are certainly encouraged to use their own knowledge, skills, and experiences when working with hearing impaired adults.

We hope this Handbook will help make the tutoring experience an enjoyable and meaningful one. The ultimate goal of the Handbook is to be of benefit to deaf adults who wish to improve their literacy skills.

INTRODUCTION

In recent years there has been an increased awareness of the problems of educationally disadvantaged adults in the United States. That awareness has been accompanied by a significant emphasis on literacy training within the general community including media promotion of literacy programs, and local, state, and federal government support of literacy services. Unfortunately, community-based literacy programs have not been accessible to members of the Deaf Community because the programs are neither taught in sign language nor are they interpreted into sign language.

Approximately 85,000 deaf individuals reside in Pennsylvania, and although deafness is a low incidence handicap, it is perhaps the most devastating because it inhibits the acquisition of language, literacy skills, and the ability to communicate freely. Deafness itself, however, does not affect a person's intellectual capacity or ability to learn.

As with educationally disadvantaged hearing adults, poor literacy skills impact on all areas of a deaf individual's life. Many deaf adults are "underemployed," meaning they work at jobs that may be beneath their true ability level because they do not have the communication skills necessary to advance to higher levels.

The inability of a deaf parent to read and write also has a significant influence on interactions within the family. These parents who are unable to read and write cannot read to their young children, may not be able to foster an environment that encourages reading, nor can they assist their older youngsters with school work. The children, whether they are hearing or deaf, need adult role models to see the importance of literacy skills in successfully negotiating the fast-paced changes in today's society and to be able to cope with the future. Deaf children of deaf parents may be at increased risk, not only because they have their own communication barriers to overcome, but their parents may not have the skills to assist them in acquiring vital literacy tools. Hearing children of educationally disadvantaged deaf parents also do not have the opportunities to develop the skills necessary to break the intergenerational cycle of illiteracy.

Deaf parents, like their hearing peers, want to do all they can to help their children develop the skills and incentives necessary to succeed in school, in the work force, and in facing any challenge that may confront them. Deaf adult literacy programs have an opportunity to impact, not only on the lives of the deaf adults enrolled in the programs, but also on the lives of their family members. Both parents and children are beneficiaries of literacy programs.

CHARACTERISTICS OF THE ADULT LEARNER

Although formal education may stop at a certain point in our lives, we never stop learning. Our world is rapidly changing and we are bombarded with new information everyday; information which we must learn if we are to keep up in today's fast-paced, technological society. As adults, however, we learn in a different way than we did as children. We have choices as adults that children generally do not have about the learning environments we select. Whether we are in a classroom, learning a new sport, taking a cooking class, or attempting to become familiar with computers, our styles of learning and our needs as adult learners are different from those methods utilized with children.

The following characteristics are generally associated with adult learners:

1. Adults are self-directed.

2. Adults have a wide variety of past experiences and prior knowledge which they bring to any learning situation.

3. Adults are engaged in different roles at home, in the workplace, and within society. These roles may influence their learning.

4. Adult learners are interested in the immediate application of information learned. They tend to think of learning as a way to be more effective in problem solving.

5. Some adults may learn at a slower rate.

6. Adult learners have the desire and motivation to learn.

7. Adults may be less willing to try new ways of approaching learning than young learners, but they are less distracted by social interests and tend to be steadier in their pursuit of learning tasks.

Adults basically learn best when the following factors are taken into consideration:

1. The adult's current goals and interests are of primary importance.

2. Teaching is based on the wide variety of the learner's experiences and should be relevant to that student.

3. The learning environment must be encouraging, interesting, and reassuring to the learner.

4. The learning experiences are satisfying, enjoyable, and rewarding.

5. Adults are involved in evaluating their own progress toward self-chosen goals.

6. The physical and social environments are conducive to learning.

7. Teaching involves repetition and the use of several senses.

8. The learning situation involves mutual respect, collaboration, negotiation, and shared responsibility.

9. Learners are active participants in all aspects of any adult education program.

THE DEAF ADULT LEARNER

Deaf adult learners will be as varied in their backgrounds and experiences as any hearing student enrolled in an adult education program. Typically, many deaf adults had negative experiences in their formal education as children and may be reluctant to participate in a continuing education program.

Many individuals who were born deaf have poor reading and writing skills because English is not their first language, but rather American Sign Language (ASL) functions as their primary language. According to the Federal Commission on the Education of the Deaf (1988), "The educational system has not been successful in assisting the majority of students who are deaf to achieve reading skills commensurate with those of their hearing peers. Since reading ability is highly correlated with prior English language knowledge, many students who are deaf also have difficulty becoming proficient readers." As a result, a significant number of deaf adults have less than a fourth grade reading level. As a group however, deaf people function within the normal range of intelligence and they exhibit the same wide variability as the hearing population. (Moores, 1978)

All of the factors which must be considered for teaching hearing adults also apply to teaching deaf/hard-of-hearing individuals. Additional factors, however, must be considered:

1. When did the individual lose his/her hearing?

2. How severe is the hearing loss?

3. What is the individual's preferred mode of communication? ASL, Signed English, speechreading only?

4. How well is the student able to speechread/lipread?

5. What type of educational setting did they attend as youngsters? Residential school, center school, or mainstream setting?

6. What was the educational approach used in that setting? Oral/Aural or Total Communication?

7. How well does the individual use and understand English?

8. What benefit, if any, does the student receive from a hearing aid?

9. Is the person involved in Deaf Community activities?

DEAF AWARENESS

Hearing impairment and its implications are more complicated and difficult to understand than one would, at first, imagine. This section of the Handbook will attempt to provide definitions, clarify misunderstandings, and eliminate myths and stereotypes about hearing impaired people. No two people are completely alike, and hearing impaired people are as alike and different as you are to your neighbor. Everyone is unique!

Let's begin with some formal definitions to clarify some terms you may have heard.

1. Deaf: Deafness refers to those individuals whose hearing loss is so severe that even with a hearing aid they cannot understand speech. The person may be able to hear sounds, but cannot discriminate speech sounds without visual cues. A hearing aid may or may not benefit this individual.

2. Hard-of-Hearing: This term refers to the person whose hearing loss makes it difficult, but not impossible, to understand speech. A hearing aid may provide significant help for the hard-of-hearing person.

3. Hearing impaired: Hearing impaired is the general term used to describe any type of hearing loss. Hearing loss is generally described by degree: mild, moderate, severe, or profound, and is diagnosed by a physician or audiologist using special equipment.

The above definitions are provided only as a general guide, because the definition of hearing loss is also based on the individual's self-perception. Some people who would be considered deaf by an audiologist may describe themselves as hearing impaired, hard-of-hearing, having a hearing problem, etc. Others who may be considered hard-of-hearing, refer to themselves as deaf. Perhaps they went to schools for the deaf, socialize within the Deaf Community, and/or have other deaf family members.

Current estimates indicate that approximately twenty million people in the United States have some degree of hearing loss. Of that twenty million, three million would be considered deaf.

TYPES AND CAUSES OF HEARING LOSS:

The two major types of hearing loss which are likely to occur are:

CONDUCTIVE - A conductive loss is due to a problem in the outer or middle ear, and can often be corrected with some type of medical or surgical treatment. Generally, the individual with this type of loss can understand speech if sounds are sufficiently loud.

Causes of conductive hearing losses may include excessive ear wax, fluid in the middle ear, recurrent ear infections, ruptured ear drum, or a problem with the bones in the middle ear.

SENSORINEURAL - A sensorineural loss is due to a problem in the inner ear or along the auditory nerve (the nerve of hearing). Sensorineural hearing losses are permanent and generally cannot be medically corrected. There is usually some degree of distortion with this type of loss, so the individual may have trouble understanding speech even when sounds are amplified with a hearing aid.

Causes of sensorineural hearing loss include hereditary deafness, premature birth, German measles during the mother's first three months of pregnancy, long-term exposure to noise or loud sounds, tumor, bacterial meningitis, chronic ear infections, ototoxic drugs (certain strong antibiotics may cause hearing loss), or presbycusis, which is hearing loss associated with aging.

DEAF AWARENESS FACT SHEET

True False (Answers can be found on page 13)

T	F	1.	Deafness is a visible disability
T	F	2.	Hearing impaired generally means all types of hearing loss from mild to profound.
T	F	3.	All people with a hearing loss are deaf.
T	F	4.	Amplification corrects hearing loss.
T	F	5.	All deaf people are mutes.
T	F	6.	"Deaf and Dumb" or "Deaf-mute" are proper terms to use.
T	F	7.	Everything said vocally can be lipread.
T	F	8.	All deaf people can lipread.
T	F	9.	Sign Language is universal and the same.
T	F	10.	All deaf people use American Sign Language (ASL).
T	F	11.	American Sign Language is an imperfect form of English.
T	F	12.	Fingerspelling is similar to writing in the air.
T	F	13.	Alexander Graham Bell had a deaf wife.
T	F	14.	Deaf people do not use the telephone.
T	F	15.	Deaf people cannot enjoy television.
T	F	16.	Deaf people cannot get drivers' licenses.
T	F	17.	Deaf people have more mental health problems than the general public
T	F	18.	Deaf people avoid interacting with hearing people.

T F 19. Deaf people cannot go to college.

T F 20. The majority of deaf people are unemployed.

T F 21. Deaf people do not dance.

T F 22. Deaf people participate in the Special Olympics.

T F 23. Most social service and medical professionals are knowledgeable about the various aspects and implications of deafness.

T F 24. Deafness is primarily a handicap of communication and language.

T F 25. No special considerations should be given to deaf people at meetings, doctors appointments, or interviews.

ANSWERS FOR DEAF AWARENESS FACT SHEET

1. **False:** Deafness is the "invisible disability."

2. **True**

3. **False:** People can have hearing losses that range from mild to profound. Deafness generally refers to a severe or profound hearing loss. Most deaf people do have some degree of residual hearing.

4. **False:** Hearing aids help make sounds louder, but not clearer. Hearing aids may be helpful for many hard-of-hearing people and for some deaf people.

5. **False:** Virtually every deaf person has the physical capacity to speak, although they vary in their ability to speak intelligibly. It is difficult to learn to speak clearly if an individual is born deaf and has never heard English. Some deaf people choose not to use their voice because they know their speech is not easily understood.

6. **False:** These are antiquated terms and create a negative image of deaf people. 'Deaf,' 'Hard-of-Hearing,' or 'Hearing Impaired' are preferred terms.

7. **False:** Only about 30% of speech sounds are visible on the lips. The remainder of the information must be completed or guessed through context.

8. **False:** Some deaf people can lipread, but others are poor lipreaders. One's ability to lipread is not related to intelligence, but rather seems to be a "talent" that some deaf people have. Lipreading, or speechreading, is dependent upon the speaker, familiarity with subject, lighting, etc. The hardest situations for lipreading are lectures, television, foreigners, and group situations with multiple speakers.

9. **False:** Sign Languages vary from one country to the next. Many countries have more than one sign language system in use. In the United States, one will find regional variations within American Sign Language.

10. **False:** Some deaf people do not use sign language, particularly those individuals that became deaf later in life. Deaf people vary in their preferred communication mode and language, ranging from spoken English, to signed and spoken English, to various manual codes for English, to ASL.

11. **False:** American Sign Language is not English, nor is it based on the grammatical rules of English. ASL is a different language (like French, German, etc) and has its own structure and grammar. ASL is considered to be the primary language for many deaf people in this country.

12. **True:** Fingerspelling is a set of 26 hand shapes which represent the English alphabet.

13. **True:** Alexander Graham Bell developed the telephone with the hope it would be an aid for his deaf wife. The irony, of course, is that deaf people could not use the telephone until the mid-1960's.

14. **False:** Some deaf people are able to talk on the phone using their residual hearing, hearing aids, and telephone amplifiers. Others with more severe hearing losses rely on telecommunication devices for the deaf (TDDs). Pennsylvania has an interstate message relay service which allows deaf individuals to communicate with hearing people who do not own TDDs.

15. **False:** Deaf people can now enjoy television by purchasing closed-caption devices, also known as decoders. Many television programs are now accessible with these devices. In 1993, all new televisions will be required by law to have built in decoders.

16. **False:** Many deaf people have drivers' licenses and statistically they have above average driving records.

17. **False:** Deaf people have no more incidence of mental health problems than the general population.

18. **False:** Deaf people interact with hearing people all the time - at work, in stores, within their families, etc. Many deaf people do, however, prefer to socialize and marry within their own cultural group.

19. **False:** Many deaf people go to college, either to one of the special college programs for deaf students or to public and private colleges throughout the country.

20. **False:** Most deaf people are able to find employment, although many continue to be 'under-employed,' due to lack of understanding or flexibility on the part of their employers. Deaf people are employed in a wide range of professional and technical fields.

21. **False:** Many deaf people enjoy music and dance through the use of their residual hearing and the vibrations they feel.

22. **False:** Deaf people have their own International World Games of the Deaf which are held every four years.

23. **False:** Unfortunately, many social service and medical professionals are uninformed or misinformed about deafness. It is important to remember that hearing loss can be diagnosed at birth. There is no need to wait until the child is one or two years old to make this vital diagnosis.

24. **True:** Many problems experienced by deaf people are related to the communication and language barriers related to their deafness. The handicap is not so much the inability to hear, but rather the results of that hearing loss.

25. **False:** Deaf people can participate more fully and have equal access in conferences, interviews, and appointments with the assistance of certified sign language interpreters.

DEAF CULTURE

Although the general public has become increasingly aware of deafness, many people do not realize the existence of a Deaf Community. This community is comprised of those deaf and hard-of-hearing individuals who share a common language, common experiences and values, often a common school experience, and a common way of interacting with each other and with hearing people. A person's actual degree of hearing loss does not seem to be the determining factor in identifying with the Deaf Community. Membership seems to be determined by the individuals' perceptions of themselves; whether they identify as members of the Deaf Community, and if they are accepted by other members of that community.

Unlike other cultural groups in which norms and traditions are passed down within families, only a minority of Deaf Community members acquire their cultural identity at home. Ninety percent of deaf children have hearing parents, so they learn about the Deaf subculture in schools for the deaf, from other deaf children and adults, and teachers. American Sign Language appears to serve as the principal identifying characteristic of the members of the Deaf Community.

Language is at the heart of every community, and American Sign Language (ASL) is the foundation for the Deaf Community. ASL is the vehicle through which their history, values, culture, folklore, and common experiences are shared. The Deaf Community, which is comprised of more than 500,000 people who use American Sign Language as their primary means of communication, has for the past 150 years developed a rich social life and folklore. Through efforts to meet their own needs, Deaf people have organized networks of social, religious, athletic, dramatic, scholarly, and literary organizations serving local, national, and international memberships. At least 85-90% of Deaf adults marry other Deaf individuals (Schein & Delk, 1974). This recurring contact has resulted in the formation of a mutually supportive and cohesive community (Baker and Padden, 1978).

American Sign Language is a language in its own right. It is a visual language that is not based on English. It is, in fact, as different from English as English is from Chinese or Swedish. ASL, which was influenced by French Sign Language, is as complex and expressive as English, but has its own vocabulary, grammar, and syntax. In the United States, approximately 2.5 million people use ASL, although many of the users are not deaf. It is the third most-used language in the country.

Within the Deaf Community, a specific set of social norms exist which are somewhat different from those in the general society. Examples of some of these norms include the following:

1. Members generally do not use their voices with Deaf friends, but may do so with hearing individuals.

2. Deaf individuals will tap, wave, or turn the lights on and off to get someone's attention.

3. Many Deaf people use a variety of assistive and alerting devices in their home and work environments. These include flashing lights for alarm clocks, doorbells, fire alarms, and the telephone. Special telephones, called telecommunication devices for the deaf (TDD), and television captioning devices are now commonly used.

COMMUNICATION TIPS

The communication tips offered in the Handbook are suggestions that you may find helpful in communicating with a hearing impaired person. Remember, all deaf people are not the same, so these suggestions will be successful to varying degrees, depending on the individuals involved and the learning environment. Some of the suggestions may seem obvious, but are often overlooked in our attempts to communicate.

WHEN COMMUNICATING WITH DEAF/HARD-OF-HEARING INDIVIDUALS, PLEASE:

1. Make sure you have the individual's attention before attempting communication. If necessary, touch the person to get his/her attention.

2. Ask the individual about the best way to interact.

3. Convey your desire to communicate.

4. Look directly at the person when speaking or signing.

5. Use facial expressions because they are important in communicating information.

6. Be aware of false impressions (nodding does not necessarily mean "I understand.")

7. Repeat, if necessary. Rephrase your statements into shorter, simpler sentences if you suspect you are not being understood.

8. When rewording, try to use words that start with sounds visible on the lips: B, P, M, F, V, TH, SH, W, R.

9. Be flexible in your use of language.

10. Have a pencil and paper available.

11. Double-check impressions; be sure of accuracy.

12. Speak at your normal rate, unless you are a rapid speaker, then you may want to slow down a bit.

13. If you have a soft voice you may want to speak slightly louder, but do not shout. Remember, shouting does not make the message clearer.

WHEN COMMUNICATING WITH DEAF/HARD-OF-HEARING PEOPLE IN A GROUP:

1. Repeat questions from others in the group.

2. You may want to use simple, shorter sentences.

3. If possible, arrange the group in a semi-circle.

4. Use visual aids.

5. Arrange the room so the speaker's face and body can be easily seen.

6. Be aware of lighting. Good lighting on the face of the speaker is important.

7. Try to reduce background noise.

WHEN COMMUNICATING WITH DEAF/HARD-OF-HEARING INDIVIDUALS, PLEASE <u>DO NOT:</u>

1. Do not pretend to understand the deaf person when you cannot.

2. Do not exaggerate your lip movements when speaking. This distorts the message and makes it hard to "read" visual cues from your facial expressions.

3. Do not chew, eat, or cover your mouth when speaking.

4. Do not repeat the same word if the deaf person has trouble understanding you. Change to another word which may be more meaningful to the individual.

5. Do not communicate with your back to a light, window, or mirror.

6. Do not assume all hearing impaired people use the same mode of communication.

7. Do not speak directly into the person's ear because this may distort your message and hide important visual cues.

LANGUAGE, COMMUNICATION, AND LITERACY FOR DEAF ADULTS

Before proceeding with information about specific teaching strategies, it may be helpful to understand communication and language, and their relationship to literacy for deaf adults. In order to communicate with those around us, the majority of hearing people use a variety of means including facial expressions, gestures, written language, and of course spoken language.

Hearing children begin to learn English from the time they are born, as they are constantly exposed to and interact with the language of their family members and other people with whom they have contact. Although they are communicating with their environment from the moment of birth, they do listen for about a year before they begin to use their spoken language. Children who are born deaf and have never heard language are likely to be at a distinct disadvantage in their understanding and use of English compared to their hearing peers. This is particularly true if their deafness was not diagnosed in early infancy, because until the diagnosis is made these children do not receive the input of a formal language system. Unfortunately, most children born deaf are not diagnosed until after their first birthday, so they are already significantly delayed in their exposure to language. As a result of this lack of early input, many deaf adults have difficulty mastering the skills of English.

Deaf children do, however, have the same capacity to communicate and learn language as hearing youngsters. The language may not be spoken English, but rather a visual form of language such as American Sign Language. Languages, whether spoken or signed, have similar characteristics:

1. They are developmental, which means they progress in stages.

2. Language development is a combined product of abilities people are born with and factors in the environment.

3. The process of learning language must involve interaction; interaction with peers, adults, objects, and information. Exposure to language is not enough.

4. The use and development of language occur in meaningful communication contexts.

TEACHING STRATEGIES

A variety of teaching techniques will be discussed in this section of the Handbook, but before reviewing specific strategies, you should consider the following factors which make language easy or hard to learn:*

IT'S EASY WHEN:	IT'S HARD WHEN:
1. It's real and natural.	It's artificial.
2. It's whole.	It's broken into bits and pieces.
3. It's sensible.	It's nonsense.
4. It's interesting.	It's dull and uninteresting.
5. It's relevant.	It's irrelevant to the learner.
6. It belongs to the learner.	It belongs to someone else.
7. It's part of a real event.	It's out of context.
8. It has social utility.	It has no social value.
9. It has purpose for the learner.	It has no discernible purpose.
10. The learner chooses to use it.	It's imposed by someone else.
11. It's accessible to the learner.	It's inaccessible.
12. The learner has power to use it.	The learner is powerless.

These factors are also important considerations for teaching reading and writing because reading and writing are intimately related to language growth. The list is really applicable to any teaching/learning situation, not just for acquiring literacy.

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I. TECHNIQUES FOR TEACHING READING

There are of course, different approaches to teaching reading, and reading instruction can incorporate a mixture of strategies. In addition to new strategies, you should also use ones the student brings to the learning situation. Some of the techniques you use will be new to the learner, and you may find it necessary to encourage their use.

It is important to remember that learning to read requires reading, and many opportunities for reading need to be incorporated with other teaching activities. Skills do not teach reading; rather skill instruction can further or enhance reading performance. Also, student errors are natural, to be expected, and important for learning.

A. LANGUAGE EXPERIENCE APPROACH

In this approach, the learner tells about a particular personal experience or activity, and the tutor or teacher writes the English that corresponds with the actual language used by the student. The words are meaningful to the student because they are his or her words from his or her own experiences. If the student has difficulty choosing a subject, you might suggest a topic such as a story about the student's family or work, a hobby, news event, or club activity.

After the story has been told, a connection may then be made between the printed word and the student's own language. The "language experience story" then becomes reading material for the learner, and is likely to be more motivating than material which may be irrelevant and hold no meaning for that person. This approach is consistent with the concept that language, and therefore reading, should be whole, meaningful, and relevant to the learner.

After the story is written or typed by the tutor, it may be copied by the student. The story may then be read/signed to the student, the student can read/sign it with you, or the student can read it alone or to another student. The stories should be saved, read on several occasions, and can be used to teach or reinforce specific skills, such as vocabulary development.

The language experience approach is described in more detail in the Writing Strategies section.

B. THE DIRECTED, READING-THINKING ACTIVITY - "DRTA"

The directed, reading-thinking activity encourages the student to become actively and meaningfully involved with the reading material during all phases of the reading process:

1. Before Reading
2. During Reading
3. After Reading

1. **Before Reading** - Before reading begins, the material is previewed with the student by discussing such items as the title of the book or chapter, the table of contents, or chapter headings. This discussion should also establish a purpose for reading, that is, what you hope to learn or accomplish as a result. You might ask the learner to pre-read or skim the passage silently to get a general idea of the material. The learner may want to highlight or underline unfamiliar vocabulary. Open-ended questions can be asked which require the student to think about, predict, or infer what may occur in the story. You may choose to introduce a few vocabulary items that are crucial to understanding the story, if you do not feel the learner will be able to deduce their meaning from context.

2. **During Reading** - Reading should occur in meaningful "chunks", rather than one-word-at-a-time. The students should be encouraged to read to find the answers to the questions raised during the "Before Reading" phase, and also to raise additional questions that may occur during their reading.

3. **After Reading** - After reading, the students can summarize the passage in their own words, answer comprehensive questions, discuss what they noticed while reading, or select a writing topic. Learners also gain experience in discussing issues, making connections, discovering themes, attending to others, and respecting the opinions of others. Retelling, reading conferences, mapping, and related writing activities are examples of strategies that may be used after reading. These activities are discussed later in this section.

C. SKIM, PREDICT, QUESTION, READ - SPQR

This is a form of DRTA to use with more sophisticated readers. Learners are given an article or chapter and asked to skim the first few pages. Based on this quick skim and the title, learners are asked to predict what they feel the article is about or what will happen in the story. These predictions are used to generate a short list of questions (3 to 5), which each learner takes with them as they independently read the entire passage. The subsequent lesson involves discussing the answers to these questions and generating a new list of questions to accompany the next section the learners will read. This process is thought to simulate the actual reading process of good readers who are constantly predicting, raising questions to guide their reading, and confirming or disproving their predictions.

D. READING ALOUD

Students develop a love of books and stories by being read to. No one is ever too old for a good story. Through this approach, the teacher can expose learners to a variety of literary styles, many of which may be above the independent reading level of the student. Students are also exposed to the underlying story structures upon which all stories are based.

E. PLEASURE READING

Another way to encourage a love of reading is to allow time each day for pleasure reading. During this time, the teacher, tutors, and learners relax with a favorite book or magazine, where hopefully, some comfortable furniture is available. The students know they will not be questioned about their comprehension of what they have read, and will feel free to browse through materials that may be above their instructional level for reading.

F. STORYTELLING - Building Story Structure

Once learners have been exposed to a variety of fictional and real-life narratives, they will enjoy entertaining others by signing/telling stories. These stories could be about incidents that have recently occurred to them or could be their own version of a popular old tale. Through this activity, students expand their understanding of proper story structure, including such elements as setting, time, characters, plot, motivation, and problem resolution.

G. MODELING THE DECODING PROCESS

Once learners begin to have some understanding of books and reading, they need to see how others derive meaning from print. At this point, the teacher or tutor becomes a live model, demonstrating ways s/he gains meaning from words on paper--whether they are letters from home, notes, or lists. This modeling can also occur through the use of enlarged text on the blackboard. Through this technique, the teacher can point to words or phrases and then sign them to/with the class to indicate the meaning conveyed by the printed symbols. At the same time, the teacher is indicating the other clues involved, such as the pictures, headings, and format.

H. OBTAINING INFORMATION FROM WRITTEN MATERIAL

It is important for learners to understand that we read for a variety of purposes: to gain information, to be entertained, to maintain social connections with others, etc. Not all printed material is arranged in a prose/paragraph format. Rather, we confront a variety of formats such as lists, charts, schedules, calendars, phone books, dictionary entries, letters, and newspapers. Each type of written material may require a different technique for obtaining information. (For example, to go to a movie, one must look in the newspaper index for the section where movies are listed, then locate the ads or paragraphs which describe a given movie, then use the schedule to locate the nearest theater, and find the time of the desired movie). The teacher can design group or individual lessons to help students deal with these various formats. If such lessons are related to a real-life purpose, the students will be motivated to obtain the needed information.

I. USING CONTEXT CLUES

Context clues are among the most important word recognition techniques used by learners to derive the meaning of a word. When a learner encounters an unfamiliar word, s/he should be encouraged to finish reading the sentence or several sentences to gather clues which may help in determining the meaning of the new word. These clues may be in one of the following categories:

Picture Clues: The reader may be able to guess the word from an adjoining picture or photograph.

Definition Clues: The definition of the unfamiliar word is actually found within the sentence. "An ophthalmologist is a doctor who specializes in the eye."

Experience (Previous Contact) Clues: The reader may be able to determine the meaning of the new word from previous contact with a similar word. For example, if the student was aware of the Declaration of Independence, s/he may be able to understand the meaning of the word declare.

Embedded (Double-comma) Clues: The clue to the unfamiliar word may be offset by commas. "The ingredients, sugar, eggs, and flour, will be used to make the cake."

Association Clues: The reader attempts to associate the unknown word with a word he already knows. "The furnace was as hot as fire."

Root word Clues: The meaning of the word may become clearer when the suffixes or prefixes are separated from the original word. "He unwillingly went to the party. Un + willing + ly

Synonym Clues: A word or words with a similar meaning as the unfamiliar word is included in the sentence. "Professor Jones, the teacher, will begin class at 3:00 p.m."

Syntactic Clues: The reader may be able to use his/her internalized knowledge of English grammar to determine the part of speech of the unfamiliar word. The individual may then be able to predict the meaning of the word. "The mother glared at her son as he walked through the door an hour later." Glared is a past tense verb.

J. VOCABULARY BUILDING

As students read more, their vocabulary will naturally increase. Using random word lists is generally not a successful way to increase vocabulary because the words are not used in context and may have no significance for the learner. Rather, students should be encouraged to collect and share observations about words they have collected from a wide range of reading material. If words have meaning for the student, then he or she is more likely to remember them. If you do plan to use word lists, then choose words that are somehow related such as all from a given story, topic, or activity.

Remember, knowing vocabulary words does not necessarily guarantee comprehension! Word meanings also change from one context to another. Therefore, it is impossible to memorize the meaning of a word out of context.

K. PHONICS AND WORD PATTERNS

Phonics and auditory word patterns rely on the sounds of letters and words to teach reading and are not particularly applicable to deaf learners. Also, these approaches focus on individual skills rather than utilizing the "whole approach" to learning language. These methods may, however, be helpful for those students with less severe hearing losses.

Teaching phonics involves presenting the sounds of spoken language that correspond to the printed symbols (letters of the alphabet). The individual learns the sounds that are associated with a particular letter or letter combinations.

Auditory word patterns utilize the sounds made by several letters, rather than single letters. One pattern can be used to build new words easily and quickly. For example the **-at** sound can become many different words just by changing the first letter: **b**at, **c**at, **f**at, **r**at, **th**at, **ch**at, **fl**at, etc.

Visual word patterns are actually determined by the visual "shape" of the word or part of the word. Root words can assume a particular word pattern which becomes familiar to the visual learner. For example, walk, walking, walked. The word "walk" has a specific visual pattern. Some suffixes and prefixes also have visual patterns that may be easily recognized.

L. RETELLING

Retelling, as the word indicates, involves the learner telling about the story in his or her own words. This is a good way to determine how the learner comprehended the material that was read, and encourages the learner to focus on the "gist" or meaning of the story, rather than on the few details he or she did not understand. Remember that a learner's retelling will be influenced by his or her storytelling/story structure ability.

M. READING CONFERENCES (see also Reading Journals)

Reading conferences are similar to a reading lesson, but occur one-on-one with the teacher or a tutor, and focus on material read by the student. These conferences are usually discussion oriented, rather than a teacher or tutor directed activity. The teacher or tutor may not have even read the material. The discussion might include a summary or retelling of what was read, clarification questions by the teacher or tutor, a discussion of issues or themes raised by the reading, a comparison between the reading and the learner's own life experiences, and perhaps some suggestions for further reading or writing activities related to the same topic. If the learner requests, some time could be spent on clarification of confusing vocabulary, although this should <u>not</u> be the focus of the conference.

N. MINI-LESSONS

Mini-lessons are an opportunity for the teacher/tutor to share with the entire class at one time a small amount of information about reading. These lessons are a chance to discuss reading in a more formal, insightful way. Topics for mini-lessons about reading might include:

- The Purposes of Reading
- How to Gain Information from Various Text Formats
- How We Choose the Reading Materials We Enjoy

Mini-lessons can also be <u>content</u> oriented (on issues of Health, War, Government, etc.). Such a mini-lesson becomes a reading activity if the teacher records the highlights of the lesson or discussion on large poster-size paper, so the learners can review the information presented in a printed form. Later the notes can be transferred onto paper and copied for each class member.

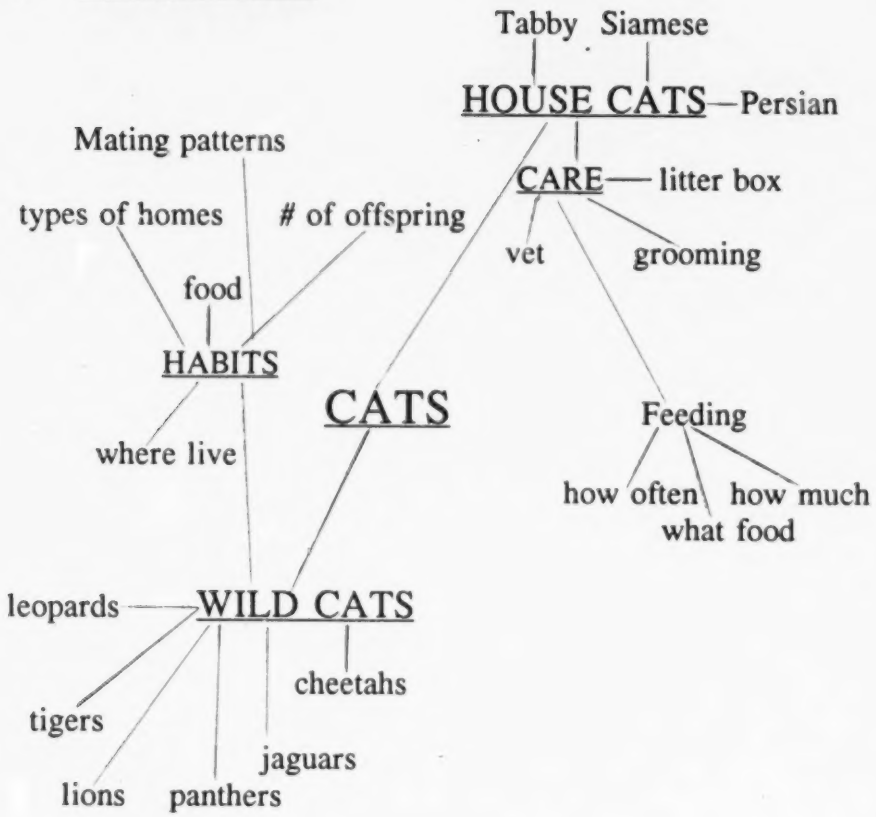
O. MAPPING/SEMANTIC WEBS

Mapping or Webs is a technique to use with stories, narratives, factual information, persuasive arguments, etc. It involves a visual representation, graphic outline, or picture, which logically connects ideas, categories, people, places, or events from the reading material. Mapping can enhance comprehension and is also excellent preparation for writing, as it helps the writer to organize and sequence his or her thoughts. Two examples of webs can be found on page 31.

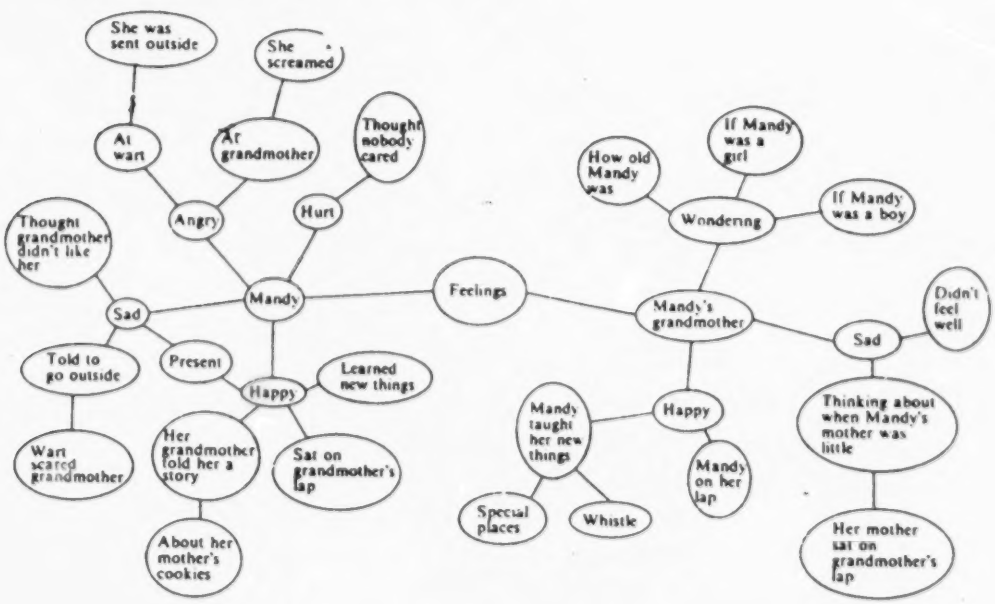
P. WORKBOOKS

A variety of workbooks are available from publishers of Adult Education materials. Workbooks should only be used to supplement other teaching methods and materials, and should not be used as the sole means of instruction. Workbooks are best used as an outgrowth of a real-life interest expressed by a learner. In this way, a workbook would never be used cover to cover. Instead, a teacher or tutor would select one or two pages related to a particular topic or skill. Workbooks are most useful to assist with the development of a particular skill. Most workbooks do not use a whole language approach, but instead break reading down into its component skills. However, certain workbooks that include short reading passages can be expanded upon and adapted to a whole language approach with careful preparation by the teacher or tutor.

1. "CATS" WEB



2. FEELINGS WEB



READING CHARACTERISTICS OF LEARNERS*

The following reading characteristics may assist the tutor in determining a reading level for learners they are assisting. The listing is only meant as a guide, and not as a formal assessment tool.

NEW READERS:

- Know numbers, some letters of the alphabet, and that symbols have meaning
- Read single words and statements related to family, job, or special interest
- Use memory in ingenious ways to get around situations that require reading
- Highly motivated and usually effective in their families, communities, and at work

EMERGING READERS:

- Read materials of varying complexity, as needs arise
- Have difficulty with materials outside their personal context
- Avoid reading material; prefer spoken or sign language
- Have developed some strategies for reading

DEVELOPING READERS:

- Comfortable with the world of print
- Relate to advanced materials if prior knowledge of subject exists
- Have better word recognition skills than comprehension skills
- Look to improve and extend knowledge to read and write better

ADVANCED READERS

- Read newspapers and follow written directions
- Need help to draw conclusions
- Aware of rules of grammar

*This information was adapted and printed with permission from Gateway: Paths to Adult Learning. A program developed by the Philadelphia Mayor's Commission on Literacy, and sponsored by the Philip Morris Companies, Inc.

II. TECHNIQUES FOR TEACHING WRITING

Writing, like reading, is a process that develops. Reading and writing are integrally connected and both should be taught at the same time. Many adult learners have negative memories of writing in school because of constant "red pen" corrections, so they may be fearful and reluctant to produce their own writing.

A. THE WRITING PROCESS

The core of any writing assignment is the writing process, a process involving stages which are similar to those of the reading process:

1. Rehearsing/Brainstorming
2. Drafting
3. Revising
4. Editing
5. Copying, Proofreading

1. **Rehearsing** - Rehearsing involves exploring ideas, planning, and predicting about what will be written. Mapping, which was described earlier, may be a good strategy to use during this phase of the writing process. For some deaf learners, brainstorming may be most successful by signing to an individual or group about what one is planning to write.

2. **Drafting** - Drafting is discovering meaning by actually writing the story, letter, article, etc. The writing should occur spontaneously and the student should not worry at this time about grammar, punctuation, and spelling.

   This means that 'crossing out' is fine, as is leaving blanks when a word is not known. Trying to get it perfect the first time could prevent the student from making discoveries, taking risks, and elaborating while in the process of composing. During the drafting phase the student can discuss the surprises, disappointments, problems, questions, and insights that arise during writing.

3. **Revising** - Revising is an ongoing, continuous activity that can occur at the same time as rehearsing and drafting. It is a process of re-viewing, re-thinking, re-seeing, and re-making. The learner decides, rather than the tutor or the teacher, if what was written was what was hoped for, considers if the writing makes sense, and determines what needs to be changed for the

material to be more understandable. It is often helpful to the student to have a conference, especially during the initial revisions. During these conferences, the tutor or teacher should respond only to the content of the piece. As the "audience" of the author's writing, the tutor/teacher would respond to parts they particularly liked or about parts that were not clearly expressed or organized for easy comprehension.

4. **Editing** - Editing is not always essential, but will be necessary for written material that is to be read and understood by others. Editing, although an important part of the writing process, should not be stressed at the expense of drafting and revising. Learners first should be enthusiastic and care about what they write, and then become interested in the way they write. Editing may involve condensing, deleting, and combining sentences, as well as instruction about spelling, punctuation, and grammar. The instruction however, will occur within the context of what the student has written, not as a separate subject or set of exercises. The teacher should take care to address only one or two types of grammatical errors for any given piece of writing. For sophisticated writers, the teacher may also request that the learner use standard English, spelling, punctuation, and capitalization, although grammatical errors may still remain within the writing sample.

5. **Copying/Proofreading** - If the learner plans to share a writing project with a larger audience, then he or she will probably want to produce a final draft or copy to post or duplicate. If the writing process has been occurring on a computer, this will involve making the few corrections from the editing stage and then printing a clean copy. If the writing process was occurring through handwritten draft(s), then the learner will want to make a final handwritten or typed copy. At this time, the learner will want to take special care to make the writing neat (something that should not have been emphasized during the drafting/editing stages), and s/he should then proofread the final copy to make sure that new errors have not been made during the copying process.

B. THE TEACHER AS A "MODEL" WRITER

As with reading, one of the teacher's (tutor's) greatest roles is as a "model" of what writing is all about. The learner should have ample opportunity to observe the teachers and tutors using writing in a meaningful way in their own lives, and the teacher should explain the ways writing is used to keep organized or to communicate with others. These observations should also reinforce for the learner the notion that writers are not always neat, nor are they able to write perfectly during the initial phases of writing.

Teachers can model their own writing using notes or self-stick removable papers ("stick-ums") that they leave for the learners, since there is never enough time to communicate everything in person. If Dialogue Journals (described later in this section) are used, the teacher should feel free to cross out and edit his/her own writing, so it is clear that such writing is an imperfect draft.

Equally important, are the times the teacher models writing to the whole class during group lessons. The teacher/tutor can serve as notetaker by writing on poster-size paper or on a blank overhead transparency as the lesson progresses. This approach is preferable to a pre-planned lesson, chart, or transparency because the teacher is able to model his/her thinking process and is able to show why changes are made as the lesson progresses. Students learn to appreciate that writing is a "messy" process.

C. GROUP WRITING - Teacher as Scribe/Learner as Scribe

Occasionally, it seems appropriate for the class or a group of learners to compose a piece of writing together. Most often, this would be for a letter, story, or poster. With beginner learners, the teacher or tutor would probably act as the "scribe," direct the discussion, and take the learners' ideas and translate them into print on paper.

With a group of more advanced learners, one of the learners may feel comfortable acting as leader and writing down the learners' ideas. All of the learners should be encouraged to join in and offer suggestions to revise or edit the draft. Use of a chalkboard or poster-size paper will allow all the learners to see the draft. This draft should be treated as a very rough document. Little concern should be directed toward handwriting or neatness, rather, the emphasis should be on the willingness to correct and improve. Learners should gain an appreciation that a rough draft is never "perfect" in its stages, but is a very flexible document.

D. LANGUAGE EXPERIENCE APPROACH

This technique, which was discussed in the Reading Strategies section, is highly motivating for beginning learners. It involves recording their own experiences on paper. They learn to appreciate that their personal communications can be written down in standard English, even if they do not have the ability to accomplish it themselves. Initially, the learner chooses the topic and then signs to a tutor what they want to say on that topic. A short discussion will usually follow to clarify points the tutor did not understand or to help the learner better organize his or her thoughts ("oral" brainstorming and revising). Then, either the tutor or learner will probably

begin again to communicate the story or point, this time at a slower pace, sentence by sentence or idea by idea. At the end of each thought, the tutor will write the English equivalent for the idea expressed (some tutors may sign the sentence in English either before or after they record it on paper). Discussion may continue during this dictation process when the learner expresses surprise at the form ASL signing is taking on paper.

When the dictation is complete, the tutor will probably ask the learner to sign, either alone or along with the tutor, word for word (or in "chunks") what is written on the paper. If the learner is not satisfied, the dictation can be revised. If there is time, the learner may want to copy the paragraph over in his/her own handwriting.

Many follow-up activities can occur. The most common is to pick several words (3 to 5) and put them on index cards or in a spelling dictionary with a picture or definition. If it seems appropriate, the learner could also make up or dictate additional sentences using each of the vocabulary items.

Learners will probably want to collect their LEA dictations in a single place, to allow them to return to these pieces at a later date to practice reading and signing them again.

E. JOURNALS

Journals provide opportunities for students to become more confident and fluent writers. When recording in a journal, the student must feel their writing is worth sharing and that you will accept what is written without being critical of spelling, language, punctuation, or grammar. Editing is not appropriate for journals. The learners should then be willing to take the risk of writing about their own thoughts and ideas. The teacher or tutor's role is to comment on what the learner wrote and offer questions that encourage the learner to elaborate. Three of the most common types of journals are described below.

1. DIALOGUE JOURNALS

Dialogue journals are used by you and the student to have a conversation in writing. The student generally picks the initial topic, which will be expanded as the written dialogue continues. Through the dialogue, you and the student are developing a reading text that is interesting to the student because the topics have been self-selected. You elaborate on the subjects chosen by the student.

The dialogue journals should not be corrected when you write back to the learner. Rather, you will be modeling correct grammar, spelling, and punctuation in your journal entries. Some of the student's consistent errors may become the focus for specific classroom lessons. It is crucial that learners feel they can write without being criticized and in that way they will begin to enjoy writing and develop appropriate writing skills.

2. READING JOURNALS

Reading journals are similar to dialogue journals, except they are based on the learner's current reading material. The student can begin the journal, for example, by describing a favorite part of the story. You could respond to that journal entry and then ask questions that would encourage the learner to interpret and describe more information about the story. The reading journal is similar to a reading conference, but it takes place in writing. Like the dialogue journal, it is important the student's writing not be corrected or criticized.

3. DIARIES OR "NEWS" JOURNALS

These journals are more for self-expression than for holding a written conversation. Learners may enjoy recording daily events or thoughts on paper. They may also want to write a response to a topic or issue that was discussed in class (since there is never enough time for everyone to express all of their ideas aloud/in sign). Similarly, the teacher might request that everyone write their reaction to "how the class is going," or "do you feel you are making progress," or "what do you feel you have learned this year?". Some students might write each day at the end of class to reflect on the day's accomplishments. Although the teacher may choose to read each learner's diary or news journal, there would not be the expectation that the teacher respond to each entry in writing.

F. WRITING TO COMMUNICATE (Real-Life/Functional Writing)

Within the classroom environment, it is important to capitalize on all opportunities which use real-life writing to communicate. Many situations arise when teacher and learners do not have sufficient time to communicate everything in a face to face manner. Written communication can also serve as a reinforcement for what was previously discussed in class. With the invention of "Post-It Notes", teacher and learners can easily ask questions or leave reminders and messages for one another.

Through other formats, teacher and learners can communicate information to the entire class, such as through the daily or semester schedule, sign up sheets for use of the computer, flyers advertising the upcoming holiday party, or a "Reward" poster for a lost item.

In addition to the classroom environment, learners should be encouraged to use writing in a similar manner at home. Typical examples include writing notes on the refrigerator for family members, making shopping lists, To Do lists, etc.

G. WRITING TO INFORM

Within the classroom, the most common use of writing to inform is through the "report." This could be a book report, current events report, or research project. Other less involved formats include a short paragraph of personal news to share with the class, or several sentences to summarize a news story before posting the article on the wall. Similarly, a caption in a scrapbook beneath a classroom photo informs readers about the details of the photo.

The most common format outside of the classroom to inform others would be the letter. This format can also be used to request or to persuade.

H. WRITING TO ENTERTAIN

It is important for learners to appreciate the written word as something that can give them pleasure or give pleasure to others. Some of the most entertaining types of writing are jokes, poetry, or short stories that are either fictional or based on true life experiences. Students may become highly motivated to write if they know they will have an opportunity to share their writing in a fun and social arena. Other students may prefer to tell/sign their story to the group prior to recording it in written form.

For those students who have trouble knowing where to start, the teacher may provide them with a "Story Starter," such as the first line or paragraph of a story, a picture, or perhaps a blank cartoon where they can create the dialogue.

I. WRITING TO PERSUADE

The ability to persuade is one of the most advanced writing forms. This includes the ability to state an opinion on some topic and then provide supporting ideas or information to back up your opinion. Such an assignment can arise spontaneously (for example, if students are upset about some issue in their immediate environment or in the news) or the teacher can set aside a formal time to work on this form of writing.

J. MINI-LESSONS

Mini-lessons in writing are similar to mini-lessons in reading. These lessons give the entire class an opportunity to focus on a concept for a short time. Some examples of mini-lessons might include:

- Explanation of the Writing Process
- Brainstorming of story ideas before the learners begin to draft
- Clarification of a grammatical point

The mini-lesson gives the teacher and class an opportunity to focus on a small point that is not within the larger context. Such a lesson will only have meaning to the learners if they have the chance to apply this skill or concept within a whole language framework.

K. WRITING CONFERENCES

A writing conference is an opportunity to focus on a single student's written work as s/he is proceeding through the writing process. Students will most often want a conference with the teacher/tutor during the revision and editing phases. During a revision conference, the teacher responds as the writer's "audience," pointing out the sections that were not clear. Some learners may need assistance in reorganizing the story in a more logical or chronological fashion. The teacher might also point out details that had been included in the original brainstorming phases but were omitted during the drafting phase.

During the editing conference, the teacher selects no more than one or two types of grammatical errors. These errors should be in areas in which the learner is beginning to show some competency, but is not yet using consistently. Teachers or tutors should resist the temptation to overedit, and should not expect the final draft to be flawless. With more sophisticated writers, in addition to editing the grammar, the

learner may also be asked to edit their spelling, capitalization, and punctuation. Care should be taken to address these areas one at a time so as not to confuse or overwhelm the learner with these changes.

L. SPELLING DICTIONARIES OR WORD BOXES

Within a whole language classroom, it is usually not appropriate to "teach" spelling or test the entire class on an arbitrary list of spelling words. Instead, spelling should arise out of each learner's own writing. Learners should not let incorrect spelling hold them back from written expression and should be encouraged to guess at or invent spellings for rough drafts.

Some students find it helpful to have a way of organizing words they need to spell often or that have personal meaning for them. In a word box, students or tutors record each word on a separate card with a definition, picture, or sample sentence. Students then maintain the cards in an alphabetized word box, using the cards for reference or as flash cards to assist with sight word vocabulary. A spelling dictionary is similar to the word box, except the student uses a blank notebook and marks every second or third page with the next letter of the alphabet. Incidental grammar lessons may arise when the learner notices another form of a previously requested word (e.g., run/ran) and wants an explanation as to the difference.

It is important to remember that both the word box and the spelling dictionary remove words from their original context. Many new readers may be able to recognize, identify, or predict the meaning of a word within a text, but may be unable to do so when the word is presented to them in isolation.

M. WRITING PORTFOLIOS

A writing portfolio is a way of organizing a writer's work, both finished pieces and those in progress. Learners should feel free to work on several pieces at the same time or to put aside a piece of writing for a while, even though it is not finished. In a writing portfolio, learners may want to keep earlier drafts of a piece together to help them see the progression that has taken place. Also, by keeping together all of the writing they have done in a given year, they can gain perspective on their work. Some teachers may ask the learners to periodically evaluate their own portfolio in terms of their most and least favorite written work, as well as to assess their own writing progress.

N. USE OF VIDEOTAPES - TRANSCRIBING FROM ASL TO ENGLISH

Deaf learners are constantly translating between American Sign Language and written English. They do this every time they sign about something they read or write down something they just signed. One project which helps to emphasize the distinct characteristics of each language is to ask learners to write down in English something they view in sign language on video. This process is time consuming, and most learners are only able to transcribe one or two lines at a single seating. Although there are disadvantages to using videotapes, the video does allow one to repeatedly view the identical signed form. Students learn to chunk the signs into single thoughts or ideas (sentences) and appreciate the lack of a one-to-one correspondence between ASL and English. Other conversations may also arise about the differences in grammar between the two languages, as well as issues of word choice, synonyms, etc.

WRITING CHARACTERISTICS OF LEARNERS*

The following writing characteristics may assist the tutor in determining a writing level for learners they are assisting. The listing is only meant as a guide, and not as a formal assessment tool.

NEW WRITERS

- Can write words and letters of the alphabet
- May be able to write their names
- May make use of invented spelling
- Can write short, simple sentences
- May have difficulty writing so others understand

EMERGING WRITERS

- Can write sentences which may be incorrectly punctuated
- May invent spelling to maintain flow of composition
- Hesitate to take risks in writing

DEVELOPING WRITERS

- Use more complex and varied sentence structure
- Often cross out words in trying to explain thoughts
- Aware of conventions of standard English
- Exhibit some planning, organization, and development

ADVANCED WRITERS

- Demonstrate increased confidence and fluency
- More analytical and critically responsive to text
- Require practice with editing, organization, and summarization

*This information was adapted and printed with permission from Gateway: Paths to Adult Learning. A program developed by the Philadelphia Mayor's Commission on Literacy, and sponsored by the Philip Morris Companies, Inc.

III. COMPUTER TECHNOLOGY

Computer-assisted instruction has been shown to be effective for helping the hearing impaired adult learn basic literacy skills. Using computers allows the learner to be more independent, have some control over their own learning, and may provide a sense of empowerment. Computers reinforce the visual learner and encourage active participation while the teacher may be working with other students. The adults may also feel they are a part of the mainstream culture through the use of this modern technology. You and the teacher can work together to choose the most appropriate computer programs for the learners. Efforts should be made to use software that does not emphasize drill and practice work.

An essential type of software for a whole language classroom is a word processing program. Such a program allows learners to progress through the stages of the writing process without the tedious task of re-copying their work by hand.

BEING A TUTOR

As a tutor, you are a vital member of the literacy team. The team, which includes you, the learner along with his or her family, and the classroom teacher will work together to encourage student progress. The program could not function without your assistance, and this section of the Handbook is designed to ensure the tutoring experience is as valuable to you as your help is to the literacy program. The characteristics listed below are some of the qualities that may enhance your ability to establish a good rapport and make progress with the learner.

I. CHARACTERISTICS OF A GOOD TUTOR:

1. Patience
2. Persistence
3. Flexibility
4. Sense of humor
5. Empathy
6. Good listener
7. Non-judgmental
8. Common sense
9. Tactful
10. Open-minded

II. TUTORING TIPS:

These tutoring tips are intended to serve only as a guide to you in assisting and supporting the learner. You may find these suggestions helpful, but you are also likely to develop your own methods and strategies while working with students. Any method which helps your learner can be considered a successful strategy.

1. Building a good relationship is the foundation for a positive experience for both you and the learner. A good relationship is fostered in an environment of trust and acceptance. Do not try to impose your feelings, attitudes, or values on the student. Rather, accept each learner for himself or herself.

2. Relax and enjoy yourself. A relaxed atmosphere can make learning easier and will be more enjoyable for both you and the learner. Past experience has shown that effective tutoring is based as much on a positive relationship between the tutor and learner as upon expertise in a particular subject.

3. Use genuine praise and reassurance to insure that your learner feels s/he can have success. Maximize every opportunity to build the learner's confidence and help the student experience the real satisfaction of learning.

4. Be reasonable with your expectations, but be particularly careful not to underestimate the student's ability. Underestimation of ability and low expectations have been the unfortunate reality for many deaf individuals. High expectations have a positive correlation with higher achievement.

5. Although it may be quicker, easier, and less frustrating for you to do the learners' work, it is of little use to them in their efforts to learn permanent skills. In general, the less work you do for the learner, the better. Your time is better spent asking questions, listening, and assisting students to think and problem solve for themselves.

6. Some learners may have emotional or social problems which could affect their work. It is not your role to handle these problems. Seek advice from the teacher or the coordinator of the program.

III. RESPONSIBILITIES OF TUTORS:

1. To work the specified hours arranged with the Program Coordinator

2. To be prompt and reliable in reporting for scheduled work

3. To record the numbers of hours worked on the Volunteer Log Form

4. To notify the teacher as soon as possible if unable to work as scheduled

5. To attend orientation and training sessions as scheduled

6. To protect the confidentiality of all information related to the literacy students or staff

Remember, you bring your own valuable skills, knowledge, and background to the volunteer setting. These assets, your desire to volunteer, and the information presented in this Handbook should insure a rewarding, enriching experience for both you and the learner.

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APPENDICES

TUTOR JOB DESCRIPTION

POSITION TITLE:	Volunteer Literacy Tutor
PROGRAM PURPOSE:	To develop or improve the literacy skills of Deaf adults
JOB QUALIFICATIONS:	- Enjoys reading - Has adequate signing skills - Interested in working with hearing impaired adults - Communicates well with others - Flexible, open-minded, and patient
TIME REQUIREMENTS:	- Attendance at orientation sessions - Attendance at additional training, as needed - Volunteer at least 2½ hours per week (1 class period)
JOB DUTIES:	- To assist the classroom teacher in a variety of ways - To work individually or in small groups with literacy students - Report student progress or problems to the teacher

CENTER FOR COMMUNITY AND PROFESSIONAL SERVICES
THE PENNSYLVANIA SCHOOL FOR THE DEAF

DEAF ADULT LITERACY PROGRAM

VOLUNTEER APPLICATION

Name:_____ Date:_____

Address:_____
Street City/State Zip Code

Phone: _____
(Home) (Work)

Social Security #: _____

1. Current Occupation: _____

   Employer: _____

2. Educational Background: _____

   _____

3. Have you ever done volunteer work: _____

   If yes, where? _____

   What were your responsibilities? _____

   _____

4. Who referred you to the Deaf Adult Literacy Program? _____

5. Have you had training in working with the deaf/hearing-impaired? _____ If yes, please explain:

   _____

IPSDI 137 WEST SCHOOL HOUSE LANE PHILADELPHIA, PA 19144 (215) 951 - 4719 (215) 951 - 4718 (TDD)

6. Please rate your Sign Language skills:

☐ Beginner ☐ Intermediate ☐ Advanced

7. When are you available to volunteer at PSD?

Days	Hours	Days	Hours
Monday	_____	Thursday	_____
Tuesday	_____	Friday	_____
Wednesday	_____		

8. What do you hope to achieve or accomplish as a volunteer tutor?

_____

9. Why do you feel you would be an asset to this program?

_____

_____ _____

10. List two personal references with addresses, phone numbers and relationship. (No relatives please)

_____

_____

11. What is the best time for you to attend an orientation program?

Daytime _____ Evening _____

FOR OFFICIAL USE ONLY		
Interviewed: ☐ Yes ☐ No		Date:
Accepted: ☐ Yes ☐ No		Date:
Placement:		
Teacher:	Schedule:	
COMMENTS:		

PLEASE RETURN APPLICATION TO: Gail Bober, Director
CCPS at PSD
100 W. School House Lane
Philadelphia, PA 19144
Phone: 951-4718 v/tty

DEAF ADULT LITERACY PROGRAM

VOLUNTEER HOURS

School Year _____

Hrs. Carried Over _____

NAME _____

ADDRESS _____

CITY _____ STATE____ ZIP _____

TELEPHONE # _____(HOME)_____(WORK)_____

Date	Time In	Time Out	Activities	Total Hours

THE PENNSYLVANIA SCHOOL FOR THE DEAF
100 WEST SCHOOL HOUSE LANE, PHILADELPHIA, PA 19144
(215) 951-4718 (Voice / TDD)